DOCUMENT RESUME

JC 030 559

ED 481 773

TITLE	Students on Academic Probation at City College of San Francisco.
INSTITUTION	City Coll. of San Francisco, CA. Office of Institutional Research, Planning and Grants.
PUB DATE	2002-00-00
NOTE	10p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Failure; *Academic Probation; *Academic Standards; *Community Colleges; Expulsion; Grades (Scholastic); Student School Relationship; Suspension; Two Year Colleges
IDENTIFIERS	*City College of San Francisco CA

ABSTRACT

This document discusses students on academic probation in City College of San Francisco as of Spring 2002. During any given semester, 9-10% of students are on academic probation. A majority of students on academic probation are men. Higher numbers of African American (17%) and Filipino (17%) students were on academic probation rather than Whites (5%). The report found that students between the ages of 18-25 with two basic skills placements are the most likely group to be on academic probation. The most common educational goal for first time probationary students is receiving a two or four year degree. The following are other common characteristics of students on academic probation: (1) a majority (75%) are on probation for the first time; (2) of the students on academic probation, two thirds remained on academic probation until leaving the college; (3) first time probation students who received financial aid are more likely to leave CCSF in clear standing than those who do not receive financial aid; (4) CCSF programs help students get off academic probation; and (5) early identification and support of students on academic probation is the most effective way of helping these students graduate with a clear record. (MZ)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 481 773

Students on Academic Probation at City College of San Francisco

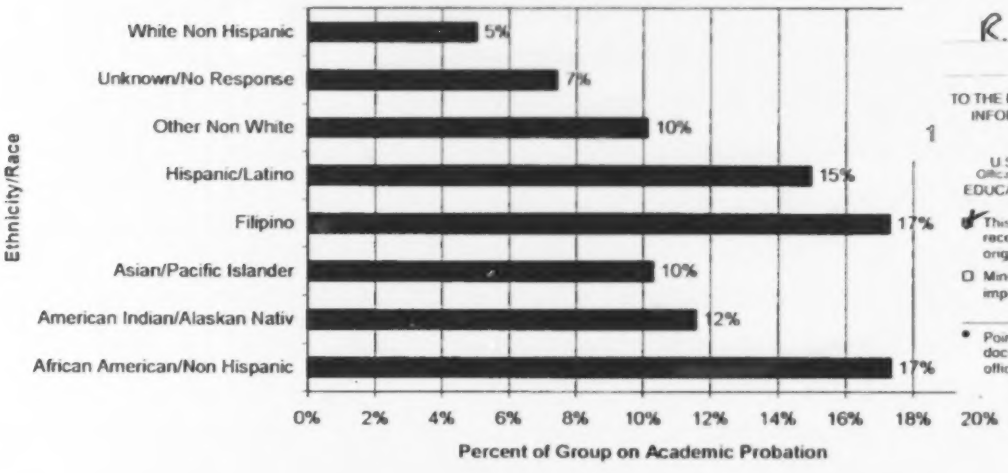
During any one semester at City College of San Francisco, approximately 9% - 10% of the total credit student population is on *academic probation*. A student can be on academic probation after taking 12 or more units with a cumulative grade point average of less than 2.0 for up to four semesters. College policy requires that students on academic probation for more than four terms leave CCSF[1]. In Spring 1998, just over 2,600 of 30,000 credit students were on academic probation; the numbers have grown relatively proportionally over time with about 3,500 of 34,500 credit students on academic probation in Spring 2002.

Students are on *progress probation* if they have 12 or more units of which half are withdrawal (W), incomplete (I), or no credit (NC) grades. If one adds the number of students on progress probation, the figures are significantly higher. However, we are not sure of the actual amount of students on progress probation due to a long-term programming error in the Banner database; consequently, **this report focuses solely on students on academic probation**[2].

Who are the Students on Academic Probation?

For a snapshot of students on academic probation, we used Spring 2002 credit data. We found disparities by gender, and race. Of all credit students, approximately 9% of females were on academic probation versus 13% of males. Higher percentages of African American (17%) and Filipino (17%) students are on probation than Whites (5%) and Asian/Pacific Islanders (10%).

Graph 1:
Students on Academic Probation by Ethnicity



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Gabriner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TC030559

[1] We found 480 students still registered at CCSF despite being on academic probation for four semesters.
[2] Future reports will provide information on both types of probationary students, since the programming error was corrected in Fall 2002.

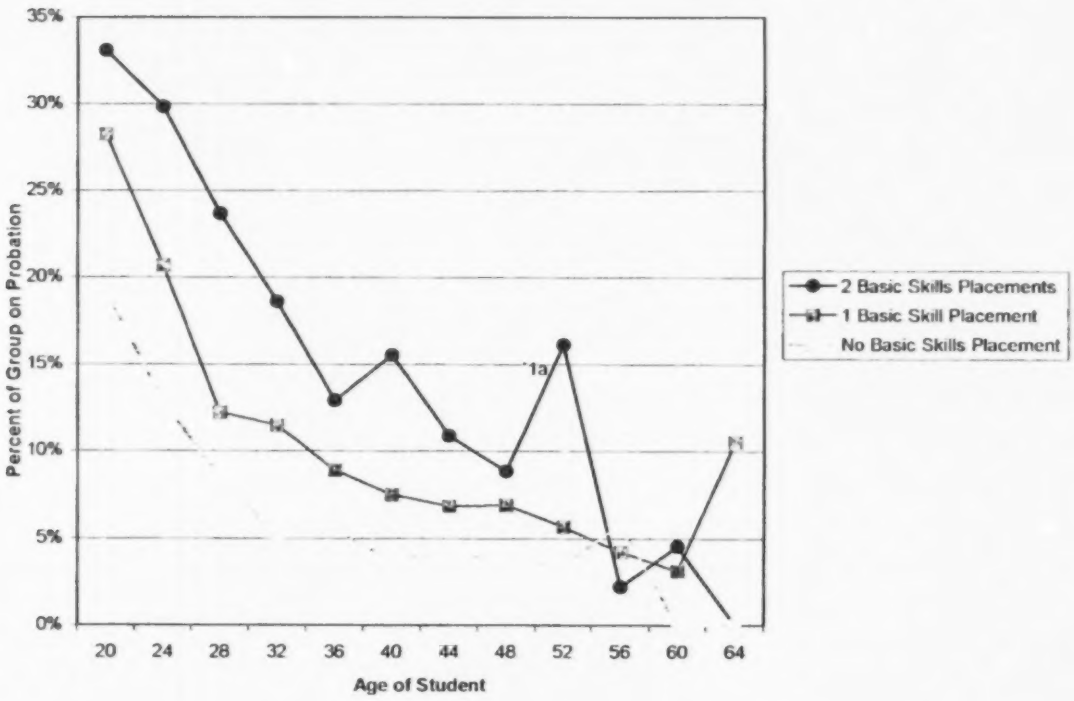
BEST COPY AVAILABLE

Best Predictors of Probationary Status

Neither gender nor ethnicity, however, are the best predictors of students likely to go on probation. We found that age and the number of basic skills placements a student receives when initially enrolling at the College to be the best predictors. In other words, students between the ages of 18 and 25 with two basic skills placements are the most likely group to be on academic probation.

Graph 2 presents Spring 2002 credit student data showing the relationship between age, basic skills placements and probation. As indicated on the graph, more than 30% of students under the age of 25 who received two basic skills placements were on probation in Spring 2002. Older students, even those with two basic skills placements, were less likely to be on probation than the younger cohorts.

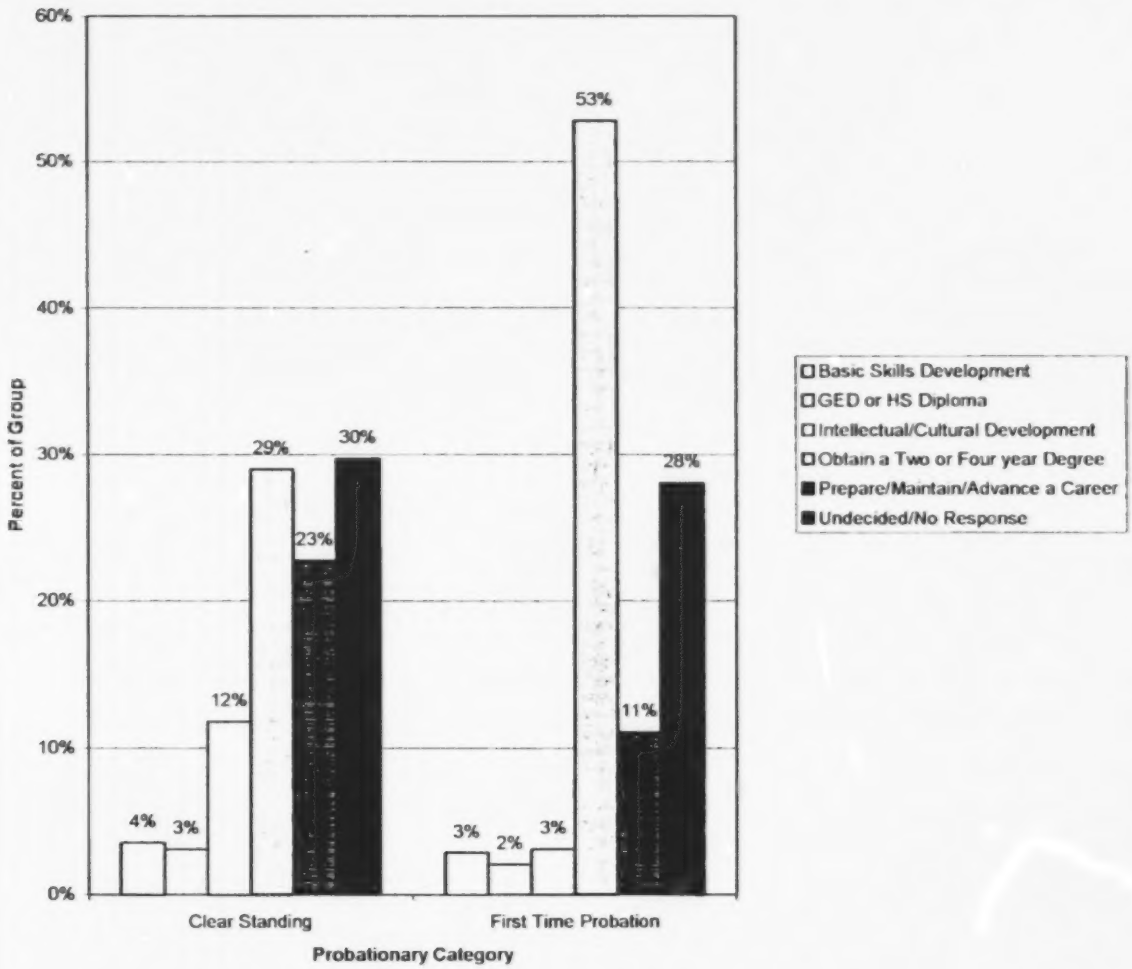
Graph 2:
Students on Academic Probation by
Age and Number of Basic Skills Placements



Characteristics of Students on Probation

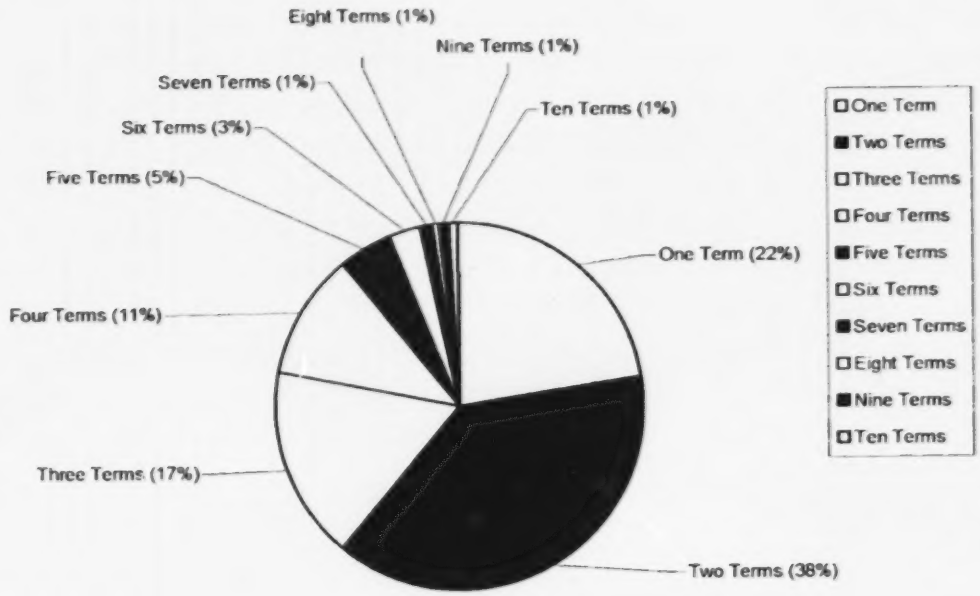
Educational Goal. The most likely education goal for first-time probationary students in Spring 2002 is the attainment of a two- or four-year degree. Graph 3 compares education goals for students in clear standing and students on probation for the first time. A majority of students on first-time probation had the attainment of a degree as a goal.

Graph 3:
Educational Goals of Students in Clear Standing vs. Students on First-Time Academic Probation Spring 2002



Length of Time Enrolled. We also found that a majority of students (75%) are on probationary status for the first time within their first three semesters at the College. Graph 4 shows that approximately 22% of students went on academic probation after their first term, 37% after their second semester, and 16% after their third semester[3].

Graph 4:
Terms Enrolled Prior to First-Time Academic Probation
Spring 2002

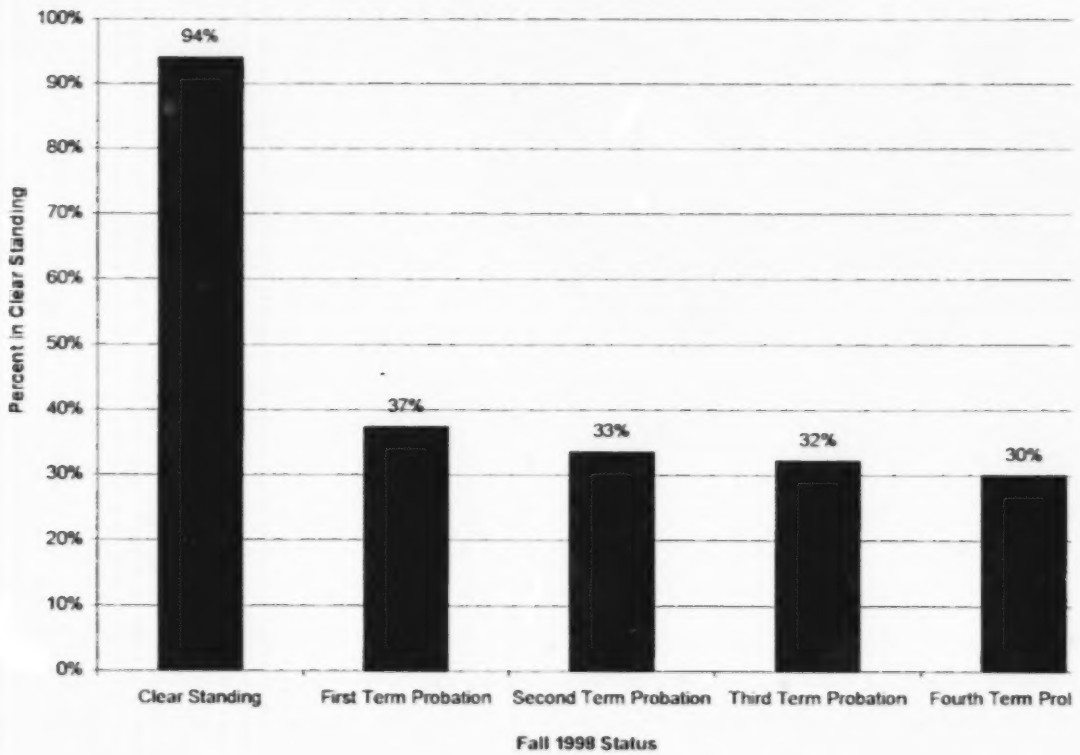


[3] Includes summer terms.

Length of Time on Academic Probation. The data also shows that once students are placed on academic probation, they are likely to maintain that status until leaving the College[4]. To determine this trend, we examined students' status as of Fall 1998 and then identified their standing in their last term at CCSF[5]. Of students on academic probation in Fall 1998 for the first through fourth term, approximately two-thirds remained on probation until their last semester at CCSF. We found 94% of students on clear standing in Fall 1998 remained so until their last semester at the College.

Graph 5 displays the percentages of students who were in clear standing during their last semester at the College based upon their academic probation status in Fall 1998.

Graph 5:
Students Leaving CCSF in Clear Standing by Status in Fall 1998



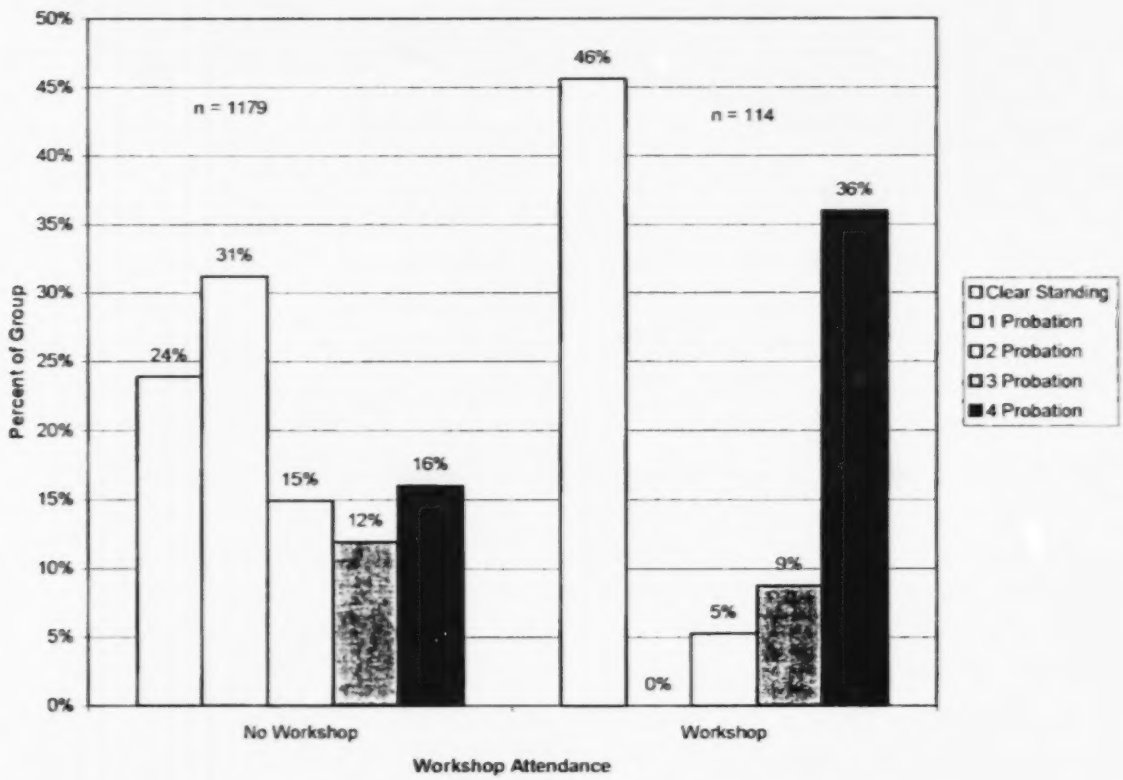
[4] "Leaving" defined as a student's final semester.
[5] Up to Fall Semester 2002.

Impact of Special Programs

Academic Probation Workshop. When students are informed that they have been placed on academic probation, they are also asked to attend a special workshop for students assigned this status. While the workshop is not mandatory, the College strongly recommends it for all students on academic probation. We found that of the students on academic probation as of Fall 1998 who attended the recommended workshop in Spring 1999, 46% achieved clear standing by their last semester at the College.

Graph 6 compares the data for students who took the workshop with those who did not[6].

Graph 6:
Impact of Probation Workshop Attendance

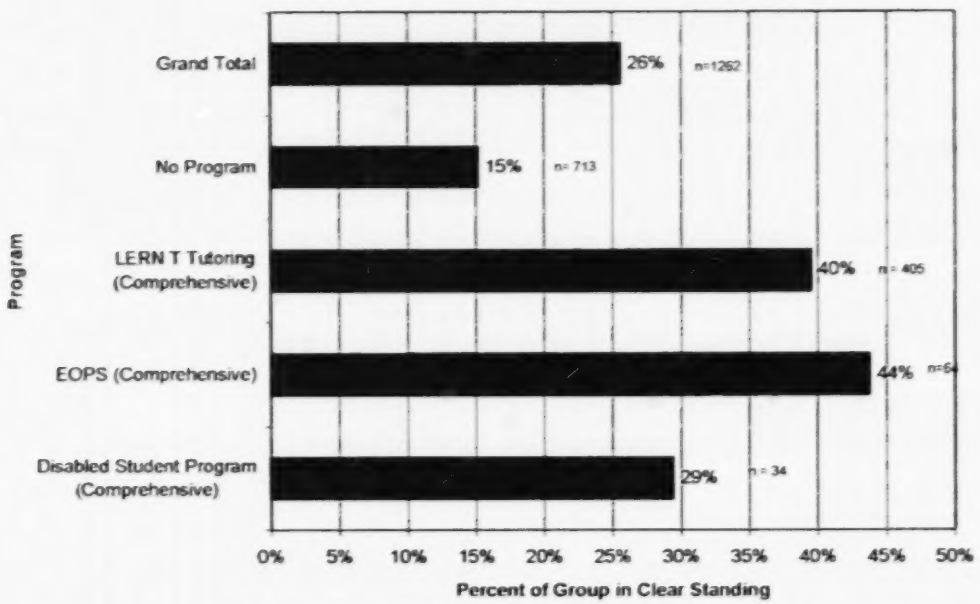


[6] Note that not all students—only 70%—who were on probation in Fall 1998 returned to CCSF in Spring 1999, thereby self-selecting themselves out and possibly skewing the data in favor of workshop participation as a positive factor in student performance.

Support Programs. We looked at a limited number of the College's support programs (those with large numbers of enrollments) to see whether they helped students achieve clear standing status after having been put on first-time probation in the Fall 1998. We found significant differences between students associated with CCSF support programs and those who did not use these programs. Only 15% of these students not using support programs left the College in clear standing, while students associated with support programs left CCSF in clear standing in significantly higher numbers. Almost 30% of the students in the DSPS program, and 40% of those in the Learning Assistance Center tutoring program (using tutoring either before or after going on probation), and 44% of the students associated with EOPS program left the College in clear standing after being placed on academic probation in Fall 1998.

Graph 7 displays the percentage of probationary students in Fall 1998 in various support programs leaving CCSF in clear standing.

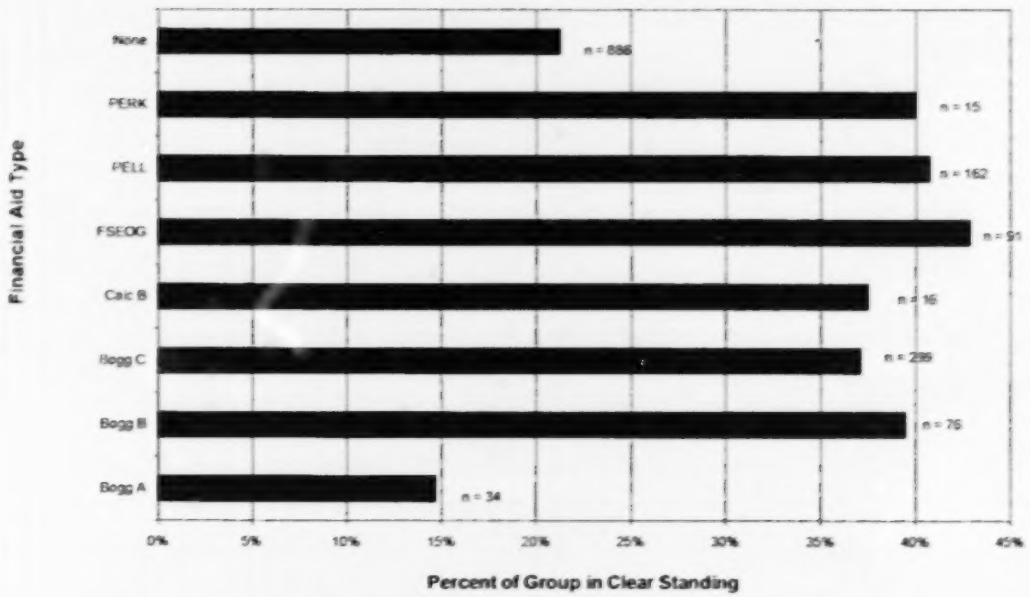
Graph 7:
Impact of Select Programs on First-Time Probationary Students



Impact of Financial Aid

Students on first-time probation in Fall 1998 and who were also receiving financial aid were more likely to leave CCSF in clear standing than those who did not receive aid. Graph 8 compares the academic standing of these students in their last semester at the College by the kind of financial aid they received.

Graph 8:
Impact of Financial Aid on First-Time Probationary Students



Findings and Implications

The findings from this study are suggestive of certain directions CCSF could take regarding support for students on academic probation.

First, there are a significant number of students on probation at the College. In any one semester between 9% and 10% of the student population is on academic probation, and if progress probationary students were added, the numbers would be higher. The numbers of probationary students suggest that the College needs to do more to address these at-risk students and help them achieve their education goals.

Second, there appears to be a straight-forward way of identifying potential at-risk students at the College. We found that young students newly enrolled at CCSF with two basic skills placements were more likely to go on academic probation than other student cohorts. The data also suggests that early identification and support of these students is critical because once on probation, there is a high likelihood that they will continue on probation.

Third, CCSF programs help students to get off academic probation. The evidence suggests that interventions including workshops, tutoring and mentoring can be of great help to at-risk students given that these programs are offered early in a student's educational career at the College.

Finally, we found that students with financial aid leave CCSF in clear standing far more often than those without aid. Financial aid should be recognized as an important component of the College's strategy to support probationary students.

[This research brief is a collaborative effort of Steve Spurling and Robert Gabriner of the Office of Research, Planning and Grants. We discussed this report and received valuable feedback from numerous administrators and faculty from the student development departments at CCSF.]

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").